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ABSTRACT

A survey of 80 high school teachers in five cities (Los Angeles, California; Miami, Florida; New York, New York; Houston, Texas; Chicago, Illinois) investigated teacher attitudes concerning the preparation of English-as-a-Second-Language (ESL) students for entry into the mainstream curriculum. The survey contained 11 questions on teacher background and 20 questions on teachers' views concerning effective instructional methods. Analyses included cross-tabulations of years of teaching experience, degree held, ESL certification and languages spoken by the teachers, and responses concerning instructional methods. Conclusions drawn from the results include the following: (1) teachers do not believe non-native English-speaking students are entering the mainstream curriculum with sufficient language skills; (2) there is a need for transitional courses; and (3) the most beneficial instructional methods for ESL students are those that teach identifying the main idea, understanding the use of details, and summarizing; provide interesting experiences to talk about and listen to; and free writing, journal writing, and grammar instruction through writing and reading. The survey instrument and cover letter are appended. Contains 25 references. (MSE)

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ED 377 680

A DESCRIPTIVE STUDY OF TEACHERS' VIEWS ON INSTRUCTIONAL METHODS FOR ENGLISH AS A SECOND LANGUAGE STUDENTS

A Thesis

Presented to

the Graduate Faculty of the Department of

Reading and Special Education

In Partial Fulfillment

of the Requirements for the Degree

Master of Science in Education--Reading

by

Sarah B. Nixon

July 1991

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A DESCRIPTIVE STUDY OF TEACHERS' VIEWS ON INSTRUCTIONAL METHODS FOR ENGLISH AS A SECOND LANGUAGE STUDENTS

Department of Reading and Special Education

Southwest Missouri State University, 7 July 1991

Master of Science in Education--Reading

Sarah B. Nixon

ABSTRACT

The purpose of this study was to determine if teachers believe that second language students have sufficient English skills, and which instructional techniques they regard as beneficial to aid these students in their transition to the mainstream curriculum. A survey, developed by the researcher for ESL and English teachers, was mailed to 50 randomly selected high schools in Los Angeles, Miami, New York, Houston, and Chicago. Eighty surveys were returned. Teachers were asked 11 questions regarding background information; 20 questions concerning professional knowledge assessed the educators' views on teaching language acquisition. A three-point scale was utilized: 1-not as important; 2-important; 3-very important.

Analyses included cross tabulations of years of teaching experience, degree held, ESL certification and languages spoken by the teachers, with responses to the 20 instructional methods. Several conclusions drawn from the study were that teachers do not believe that non-native English speaking students are entering the mainstream curriculum with sufficient language skills, and that there is a need for transitional ESL courses. Further, teachers regarded the following instructional methods as most beneficial for ESL students: identifying the main idea, understanding the use of details, summarizing, providing interesting experiences to talk about and listen to, free writing, journal writing, and teaching grammar through writing and reading assignments.

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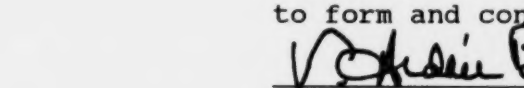

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Southwest Missouri State University

A DESCRIPTIVE STUDY OF TEACHERS' VIEWS ON INSTRUCTIONAL METHODS FOR ENGLISH AS A SECOND LANGUAGE STUDENTS

by

Sarah B. Nixon

A Thesis
Submitted to the Graduate School
of Southwest Missouri State University
in Partial Fulfillment of the Requirements
for the Degree of
Master of Science in Education--Reading

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Member

Member

Associate Vice President,
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CHAPTER 1

Introduction

Every year, at least one million refugees, immigrants, and aliens arrive in the United States of America (Estrada, 1988). Most are seeking permanent residence. Many arrive with the hope of bringing additional family members to this country. Few arrive with functional English language skills; they are, thus, dependent on social services to provide the much needed English language instruction and training (Estrada, 1988). This scenario, however, is not new to the United States. For over 100 years, people from all over the world have arrived on our shores seeking a new life, fully realizing that a new language, too, must be acquired.

What is fairly new to the United States, though, is the large vacancy in the workforce due to an aging population, as well as two decades of low fertility rates. This hiatus, growing in dimension as the baby boomers approach retirement, is currently being filled by the influx of newcomers (Bliss, 1988). More and more limited English proficient (LEP) persons are entering our workforce; many lack the necessary skills in language communication and vocational training. However, not all of these persons are newly arrived immigrants, refugees, or aliens. A large number of these unskilled people have been reared in the U.S., even born here, yet are quite limited in their English proficiency after leaving the school system.

Their English language skills, as well as job training skills, are frightfully inadequate (Bliss, 1988).

Where there is a need, English as a Second Language (ESL) classes are offered in our public schools throughout the United States. Children, adolescents, and adults have the opportunity to receive language instruction taught on three levels: beginning, intermediate, and advanced. Students who complete ESL courses through the advanced level are normally mainstreamed into content area or core curriculum classes. However, many students experience the need for additional English language training. They flounder when mainstreamed or placed in traditional education classes because they are deficient in language skills (Mei, Cohen, Langlois, Bulkin, & Ahed, 1985). Those who do not receive additional help are often left to sink or swim. Regrettably, many of these students drop out of school in frustration, unable to master the core class material (Torres, Villegas, Fischer, & Kohli, 1989). For teachers, this presents a problem with the transition from ESL classes into content area courses. Many "may expect these students to be fully functional in English, when in fact the students may be able to function only at a relatively low level" (Torres, et al., 1989, p. 3).

Additionally, this lack of English proficiency often results in high dropout rates and low unemployment records, thus making these LEP persons more dependent on social services (Torres, et al., 1989). The increase in the

dropout rate, especially high within the Hispanic sector, is causing great anxiety among professionals (Estrada, 1988). Hence, educators are beginning to seriously evaluate ESL approaches and methods, as well as teaching methods used in content area instruction, in hopes of salvaging these youngsters' educational careers. In the 1984-85 "English as a Second Language - Final Report" for the New York City Public Schools, Mei et al. (1985) suggest that ESL teachers need to "participate in on-site group training sessions" (p. 30), and urge administrators to "encourage coordination between a school's E.S.L. and its content area teachers" (p. 30). Cooperation in curriculum building is implied.

ESL instruction, like other specialized instruction, has endured many changes, reflecting the immediate need to accommodate the non-native speaker of English. The most obvious change, as Kreidler states, is that from "a teacher-centered classroom to a student- or learner-centered classroom" (1987, p. 4). This change, hopefully, will help more non-native speakers of English emerge from our school system language-prepared for the workforce and/or higher education.

Purpose of the Study

The purpose of this study was to determine if teachers believe that second language students have sufficient English skills, and which instructional techniques they regard as beneficial to aid these students in their transition to the mainstream curriculum.

The following questions guided the study:

1. Do teachers believe that students are entering the mainstream curriculum with sufficient English language skills?

2. Which instructional approaches and methods are the most beneficial to the ESL student in mainstream content-area courses?

Rationale

While reviewing literature on ESL, the researcher found that no specific mention was made of instructional methods and approaches regarding those most effective for ESL students' transition into the mainstream curriculum. Chamot and Stewner-Manzanares (1985) state that "while there is more applied research for theories, there is almost none for approaches, materials, and organizational patterns" (p. 7). Mei et al. (1985) discuss the lack of "material available which addressed both content area subject matter and the language difficulties of LEP students" (p. 9). They further state that only in a few instances, the "teachers used a variety of supplementary or alternative curricular materials appropriate to their students' English skills level" (p. 9). In a later report, Mei et al. (1987) state: "At a few schools, teachers developed E.S.L. transitional curricula which dealt with reading and with career issues. Some classes were largely indistinguishable from mainstream English classes; in others, teachers used techniques particularly appropriate for LEP students" (p. i). Hence,

teachers were surveyed in order to discover which techniques are most appropriate and effective for ESL students.

Limitations

The following were recognized as limitations of this study:

1. The sample for this investigation was limited to a mailing to English and ESL teachers in five major metropolitan areas in the United States.

2. This investigation was limited to an analysis of data based on a survey instrument developed by the researcher.

Assumptions

The following assumptions were made in this study:

1. English and ESL teachers understood the terms used in the survey.

2. English and ESL teachers were honest and sincere in responding to the survey.

Definitions

The following definitions were used for discussion and interpretation of this study:

1. English as a Second Language (ESL): "The teaching of English to speakers of other languages in settings where either English is the medium of instruction in the schools, the media of television, radio, and newspapers, and the language of the majority, or where English has been designated as an official language of government of education (Philippines, Hong Kong, South Africa)"

(Snow, 1986, p. 3).

2. Limited English Proficient (LEP): "A learner from any language background who has limited speaking skills in English as a Second Language" (Snow, 1986, p. 2).

3. Bilingual Education: "Instruction in two languages and the use of those two languages as mediums of instruction for any part of or all of the school curriculum. Study of the history and culture associated with a student's mother tongue is considered an integral part of bilingual education" (Anderson, 1976, p. 12).

Chapter Two

Review of Related Literature

The purpose of this study was to determine if teachers believe that second language students have sufficient English language skills, and which instructional techniques they regard as beneficial to aid these students in their transition to the mainstream curriculum. This chapter contains a review of the literature and research relevant to teaching English as a Second Language in the United States.

ESL teaching in the United States is not a new practice. Since the mid 1800's, millions of immigrants have arrived on our shores, creating an unquestionable need for ESL instruction. Originally included in the field of foreign language teaching, ESL ideology and methodology have evolved into a separate discipline (Kreidler, 1987).

Not until after World War II did a concentrated effort to aid non-English speakers emerge. In the 1940's, the first English as a foreign language program began at the University of Michigan (Kreidler, 1987). Behavioral psychology became the foundation for the first two approaches of teaching foreign languages and ESL: the Grammar Approach and the Audiolingual Method. The theory of the behaviorists is that people's responses to stimuli can be trained through practice and conditioning to become automatic habits (Chamot & Stewner-Manzanares, 1985). The Grammar Approach and the Audiolingual Method both utilize drills, repetition, and rote responses. Both are also based

on structural linguistics, and language is seen as a series of patterns with interchanging pieces.

Although these two approaches are similar due to their shared foundation of behavioral psychology and structural linguistics, many differences do exist. In the Grammar Approach, focus was placed on grammar facts and vocabulary. Little practical application of the language was included in these early classes. Grammar usage rules and verb conjugation drills were not realistic for the immigrant who needed to understand and speak English in order to survive. Often seen as an elitist approach to English language instruction, Messec (1987) states that "grammar study encourages clear thinking" and "holds ... a high position of academic respectability" (p. 15). This idea, however, is derived from Latin studies in which generations of students neither learned nor needed to learn the language.

This need for spoken communication developed into the Audiolingual Method (ALM). The importance of speaking, as well as understanding spoken English, outweighed the rule-based Grammar Approach. Audiolinguistics believe that since children learn to speak their first language by listening to other people speak, second language acquisition should be the same. Considered the most effective second language approach in the 1950's and 1960's, ALM de-emphasized reading and writing, and emphasized oral skills (Chamot & Stewner-Manzanares, 1985). In a classroom utilizing the ALM, rules and vocabulary were taught through the context of daily

life. Memorized dialogue, choral repetition and drills of sentence patterns, pattern practices, and substitution drills were the framework of the ALM. One of the major disadvantages to this approach was that the students became dependent on the teacher (LaPerla, 1986). LaPerla (1986) states that the "teacher assumed the role of the transmitter of knowledge, deciding the method and content of instruction" (p. 7). Teaching was sequential, and only when the student had attained "complete oral mastery of patterns" (p. 7) was the student promoted to another level.

In the 1960's and 1970's, the traditional Grammar Approach and the Audiolingual Method were challenged by Caleb Gattegno and Charles Curran. The Silent Way, created by Gattegno, fosters student independence and autonomy, making the students responsible for their own learning (Chamot & Stewner-Manzanares, 1985). This is accomplished by the teacher directing the learning by pointing to symbols on a chart, yet remaining silent most of the time. Through teacher silence, the students use previous knowledge of the items on the chart to communicate with the other students. Gattegno's theory that "learning is work and must be conscious" (p. 19) is reflected in the work that is done by the student, therefore taking place within the student. Gattegno believes that the student must be aware of the learning process, and ultimately learn to control it (Chamot & Stewner-Manzanares, 1985). The Silent Way stimulates self-pacing and self-awareness; however, there is little

empirical evidence on the effectiveness of this approach.

Curran, continuing the movement that was started by Gattegno, created the Counseling-Learning Approach in 1976. He considered it a "humanistic approach" (Chamot & Stewner-Manzanares, 1985, p. 20) because it involved the "whole person" in the language learning process (LaPerla, 1987, p. 8). Curran, a student of Carl Rogers, utilized the psychology and techniques of counseling, placing the teacher in the role of a facilitator. This is accomplished in a "shared, task-oriented activity" (Chamot & Stewner-Manzanares, 1985, p. 21) and cooperation is achieved by the students helping and aiding each other. In this approach, students sit in a circle, conversing freely in their native tongues; the teacher translates key sentences and phrases. The Counseling-Learning Approach, also known as the Community Language Learning Approach, is based on the theory that the students will learn about themselves and others by experiencing an open and accepting environment (Varvel, 1980).

Another approach to ESL teaching was introduced by Lozanov, a Bulgarian psychiatrist, who developed Suggestopedia. The main objective of Suggestopedia is to improve self-esteem through suggestion, and to expose students to language while in a relaxed state. Lozanov's (1979) lessons concentrate on dialogue that deals with cultural and grammatical points. Creativity and imagery are expressed through role playing and written exercises. In

Suggestopedia, language is presented in two aspects: as a whole, and as divisible parts in different phases (Lozanov, 1979). This approach is based on the theory that "learning and memory potential are greater when the mind is in a positive and relaxed state" (Chamot & Stewner-Manzanares, 1985, p. 25).

The Language Experience Approach (LEA), which was originally developed as an initial reading program for English speaking children, has been used successfully with ESL children on both the primary and secondary levels (Chamot & Stewner-Manzanares, 1985). LEA has also been successful with ESL adult learners. With LEA, the teacher acts as a scribe, copying verbatim what the student dictates. The student's story is based on a real experience of the student, thus facilitating the memory and comprehension of the student during future readings. The experience story is presented over and over until the student has learned all of the words, and can recognize them out of context of the story. LEA applies writing, speaking, listening, and reading skills necessary for second language acquisition (Alberta, 1988).

In 1981, Rodolofo Jacobson introduced the New Concurrent Approach to the ESL field. The objective of the New Concurrent Approach is to balance "dual language use" (Jacobson, 1981). This approach is used in content-area classes only, and employs both languages to support and reinforce each other. Chamot and Stewner-Manzanares (1985)

state that the use of "structured code switching accomplishes a specific learning goal: the strengthening of both languages" (p. 31).

James Asher (1982) believes that listening comprehension is demonstrated before a language learner can produce speech. Since many new ESL students may feel uncomfortable speaking English even though they understand it, Asher reasoned that the Total Physical Response Method is an approach that utilizes only body movements in response to the teacher's directions. Oral directions are given by the teacher to a group of students, and the students carry out the actions without speech. The teacher acts out the commands along with the students. Imitating the other students is acceptable, even encouraged; those who watch are capable of learning, also (Alberta, 1988). Asher (1982) states that speaking should never be forced; therefore, the students are not required to speak. This approach to ESL is good for developing the interaction skills of the students; however, critiques caution that academic language skills needed for mainstream English are not acquired in this approach (Chamot & Stewner-Manzanares, 1985).

Notional/Functional Syllabuses, introduced by Wilkins in his book Notional Syllabuses (1976), maintain no single approach to ESL teaching. Wilkins proposes a set of categories based on language concepts and meanings (notions), and language usage generalizations (functions) which would focus on what people say and do with their

language--their intention in using language. The Notional/Functional syllabuses are based on the semantic and pragmatic theory of language (Chamot & Stewner-Manzanares, 1985), and are employed to consciously try to teach communication. The student is required to generate "language which is not only grammatically acceptable but socially appropriate to a particular situation" (LaPerla, 1986, p. 12). LaPerla (1986) states that the Notional/Functional is not a methodology, but rather "an approach to syllabus design" (p. 13).

The Communicative Approach is based on the theory that people need to communicate in different ways (Chamot & Stewner-Manzanares, 1985), and that language is a system of human communication (Messec, 1987). Derived from the Audiolingual Method, the Communicative Approach adds a variety of activities that rely on modeling, problem solving, role-plays, and verbal and nonverbal exchanges, letting the "mind draw on everything it knows" (LaPerla, 1986, p. 7). The major goal emphasized is that communication should go beyond face-to-face interaction and include interaction with text as well. All learning is done in context, and the context must be appropriate for the learners. Chamot and Stewner-Manzanares (1985) discuss five features of the Communicative methodology: (a) student participation in extended discourse; (b) an information gap which gives the students a real need to communicate; (c) opportunities for the students to engage in unrehearsed

dialogue; (d) student participation in goal-oriented activities; and (e) opportunities for the students to attend to numerous factors while conversing.

In the Strategic Interaction Approach, DiPietro draws on Curran's Counseling-Learning Approach as well as Wilkins' Notional/Functional Syllabuses (Chamot & Stewner-Manzanares, 1985). Strategic Interaction utilizes the open-ended scenario which presents a problem that needs to be solved by students working in small groups. The teacher acts as a coach, explaining grammar within the context of the scenario, offering expressions and resources that could be used. The students rehearse the scenario, receiving feedback from the rest of the class (DiPietro, 1982). The scenarios are patterned after highly predictable conversations and exchanges, yet motivate the students to use their own ideas, words, and expressions. This approach is appropriate for older students because problem-solving dilemmas can be presented for specific situations (Chamot & Stewner-Manzanares, 1985).

The Natural Approach utilizes "conscious rule learning and unconscious language acquisition" (Messec, 1987, p. 7). Also known as the Monitor theory, comprehensible input (Alberta, 1988; Chamot & Stewner-Manzanares, 1985; Krashen, 1982; Messec, 1987) is seen as the crucial factor in language acquisition. Materials utilized in the Natural Approach vary in creativity: visual aids, gestures, sentence expansion, open-ended sentences, and prefabricated

phrases. The teacher speaks only in English; the students are not forced to respond, rather it is the student who decides when to speak. The Natural Approach adopted Gattegno's theory of silent time in which listening activities are implemented at the beginning of the instructional period. Krashen (1982) believes that it is by understanding messages that people naturally learn a language.

First emerging as a reaction to audiolingual theory, the Cognitive Approach promotes the use of "prior knowledge and emphasize{s} the information processing capability of the learner" (Chamot & Stewner-Manzanares, 1985, p. 55). In the Cognitive Approach, the learner is "encouraged to take a more active role" (LaPerla, 1986, p. 16), thus becoming an "active participant in language learning" (LaPerla, 1986, p. 16). By focusing on the mental activity that is involved in second language learning, not just the observable language behavior, the teacher becomes the facilitator of learning (Chamot & Stewner-Manzanares, 1985; LaPerla, 1986). Through the Cognitive Approach, ESL instructors are challenged to become more adept in diagnosing the needs of the limited English proficient student; thus, "language teaching can be replaced by language learning" (LaPerla, 1986, p. 8). These insights, adopted from cognitive psychology on the nature of learning, continue to influence the Cognitive Approach to second language learning (Chamot & Stewner-Manzanares, 1985).

A Content-based Approach to ESL incorporates the subject matter suitable to the student's age and grade level with the teaching of second language skills (Chamot & Stewner-Manzanares, 1985). There are several Content-based Approaches which have emerged recently: Sheltered English Programs, and Structured Immersion Programs. Sheltered English is a Content-based Approach that 'shelters' the limited English proficient (LEP) students from the native English speakers so that the LEP students are not forced to compete academically against the others (Freeman & Freeman, 1988). Sheltered English programs can be either bilingual or monolingual; however, the important factor is English instruction. Teachers use "physical activities, visual aids, and the environment to teach important new words for concept development in mathematics, science, history, home economics, and other subjects" (Freeman & Freeman, 1988, p. 3). The main objective is to mainstream the student gradually, starting with the subjects that are the least linguistically demanding, such as art, music, and physical education. English is studied in a sheltered class, and core subjects are taught in the student's first language. As the student progresses with his or her language skills, more classes will be added to the sheltered English class. Sheltered English programs have been successful because they concentrate on the simultaneous development of content-area and ESL proficiency (Freeman & Freeman, 1988).

Structured Immersion Programs are used on either the

primary or secondary level, and include the development of the student's native language skills as well as content area instruction in English. The teacher, if bilingual in the student's native language, may respond to the students in either language. A structured ESL element is not included in this approach; however, the teacher uses only the vocabulary and expressions that are understood by the student (McKeon, 1987).

Within the last decade, the need for additional English language instruction beyond the advanced ESL level has become more apparent. Transitional classes, taken before and/or with a mainstream English class, are devised to enhance the skills that play such an important role in the mainstream classes: listening, speaking, reading, and writing. Professionals involved with transitional classes state that students have definitely "benefitted from an additional daily period of ESL instruction" (Mei, et al., 1987, p. i).

Although ESL approaches are derived from a more formal methodology, such as the Grammar Approach and the Audiolingual Method, many are often developed within a local community and structured to meet that community's particular needs. Chamot and Stewner-Manzanares (1985) state that "while there is more applied research for theories, there is almost none for approaches, materials, and organizational patterns" (p. 7). Therefore, much of the information regarding ESL methods and materials is from actual classroom

practice and field testing, not based on theory or empirical research (Chamot & Stewner-Manzanares, 1985).

Thonis (1990) states that "teaching students to know what language means is the most obvious instructional objective in any classroom" (p. 14). By creating a language-rich atmosphere, teachers can nurture those skills necessary for language development and growth: listening, speaking, reading, and writing. She suggests for teachers to provide interesting experiences to talk about and listen to, to read work aloud, to ignore errors in pronunciations and grammar, and to read to students daily as means to help students become better speakers as well as better readers. Journal writing, and the opportunity to write creatively--letters, poems, songs, stories--can stimulate the ESL student to become a better writer. If students are to achieve in life and in school, they need "to learn how to listen carefully, to speak easily, to read efficiently, and to write effectively" (Thonis, 1990, p. 14). The success of the ESL student depends on the teacher, Thonis believes, because it is the teacher who sets the pace, sequences the lessons, offers opportunities that are conducive to language learning, and avoids "incomprehensible lessons in English" (p. 14).

Dolly (1990) supports dialogue writing in journals to further enhance ESL skills in reading, writing, and speaking. Dolly (1990) states that "learners develop functional expertise" (p. 360) because they are "negotiating

meaning" (p. 360) through the use of their dialogue writing. The interaction that takes place between the teacher and student is active and necessary to language growth. Students learn the needed mechanics to get their point across, mentally as well as on paper. It is the student's responsibility to make the initial entry; the teacher's role is to "help expand and modify topics, not to direct or correct" (Dolly, 1990, p. 361). Thus, dialogue between the teacher and student ensues. Since the student's approximate reading ability is reflected in the dialogue writing, teachers should vary their vocabulary and syntax to the level of English proficiency of the student to whom they are responding. Dialogue writing, or "dialogue journal reading" (p. 364) assists ESL students in learning the importance of interaction with others.

Flores (cited in Ross, 1990) is also an advocate of dialogue journal writing for ESL students. She states that they are the "easiest and least threatening way to help students shift to English" (Ross, 1990, p. 26). The students write on a given topic, read their entry to the teacher, and wait while the teacher responds in both oral and written language. Flores (cited in Ross, 1990) refers to this as "authentic discourse" (p. 26).

Reyes (cited in Ross, 1990), however, is more critical of journal writing. She states that even though fluency appears to improve through journal usage, style and form do not. After analyzing 261 writing samples from bilingual

students, Reyes summarized that "through journal writing, students became fluent in their expression of ideas, but they failed to correct their form or improve their style, even when teachers responded by rephrasing the students' language into standard English usage" (cited in Ross, 1990, p. 26). Nevertheless, Reyes (cited in Ross, 1990) states that the most important aspect of journal writing is the relationship that develops between the teacher and the student.

Meyer (cited in Ross, 1990) stresses the importance of a whole language environment through the use of "thematic units, literature, shared book reading, language experience charts, a rich print environment, ... {and} read-aloud sessions" (Ross, 1990, p. 26). Activities as such assist the ESL student in developing the necessary components of language acquisition: listening, reading, speaking, and writing. Meyer (cited in Ross, 1990) states that "making the message comprehensible is the bottom line" (p. 26).

Mei et al. (1987) discuss several teacher-developed lessons utilized in the New York City public schools. They suggest the use of "reading passages followed by vocabulary lists" (Mei, et al, 1987, p. 11) for beginning-level ESL students. Also beneficial to the beginning ESL student are verb study lists, especially those with irregular verbs "which LEP students might find particularly confusing" (p. 21). They state that explaining unfamiliar vocabulary is the job of all teachers, while explanations dealing with

syntax usage and rules are usually the responsibilities of English and ESL teachers.

Summary

English as a Second Language instruction, originally a part of foreign language instruction, has developed into a discipline of its own. Adopting the Grammar Approach and the Audiolingual Approach in the 1940's and 1950's from foreign language classes (Chamot & Stewner-Manzanares, 1985), ESL instruction grew in importance as the numbers of non-native English speakers arrived in the United States. These traditional approaches were challenged by Gattegno and Curran in the 1950's and 1960's, and resulted in methods that fostered student independence, making the student responsible for his or her own learning: the Silent Way, and the Counseling-Learning Approach (Chamot & Stewner-Manzanares, 1985; LaPerla, 1987). Role playing and dialogue dealing with cultural and grammatical points was introduced by Lozanov (1979) in his approach called Suggestopedia. The Total Physical Response Method removed the stress of speaking, utilizing only body movements in response to teacher directions. Asher (1982) believed that the student should not be required to speak until he or she feels ready to do so. ESL instruction grew more student-centered, moving away from the more traditional teacher-centered classrooms (Krashen, 1983). Approaches that had been developed to work with native English speakers were modified and introduced to ESL classes; the Language Experience

Approach has been used successfully with all levels of ESL students (Chamot & Stewner-Manzanares, 1985).

ESL instruction began to focus more heavily on verbal communication, especially for social situations. Wilkins (1976) proposed the Notional/Functional Syllabuses which focused on what people say and do with their language. The Communicative Approach (Chamot & Stewner-Manzanares, 1985) presented appropriate social context for the ESL student, utilizing activities, problem solving, modeling, and verbal and nonverbal exchanges to challenge the student. DiPietro's Strategic Interaction Approach (Chamot & Stewner-Manzanares, 1985) employed open-ended scenarios that present problems to be solved by the students. The Natural Approach (Messec, 1987) applied student creativity to gestures, open-ended sentences, sentence expansion, and prefabricated phrases. The Cognitive Approach turned active learning over to the student, thus making the student an "active participant in language learning" (LaPerla, 1986, p. 16).

In the 1980's, ESL instruction was introduced to content-area curriculum courses. Jacobson (1981) established the New Concurrent Approach which utilized two languages: the student's first language and English. Content-based ESL programs, such as Sheltered English and Structured Immersion, offered dual language instruction, mainstreaming students only when linguistically prepared for complete instruction in English (Freeman & Freeman, 1988;

McKeon, 1987). Transitional ESL classes have been implemented in some schools in New York City to help facilitate the transition into mainstream courses (Mei, et al., 1987).

As ESL instruction grows in dimension and its importance is more widely recognized, information regarding ESL methods, approaches, and organizational patterns is becoming more widespread. According to Chamot and Stewner-Manzanares (1985), however, there is little empirical research on ESL "approaches, materials, and organizational patterns" (p. 7); there is more research on ESL theories. Actual classroom practice and field testing has served as the basis for most ESL approaches. Thonis (1990) offered suggestions for "nurturing ... essential language skills" (p. 14). Ross (1990) discussed the practical classroom techniques of several ESL instructors: Flores, Reyes, and Meyer. Dolly (1990) offered insight into the use of dialogue journal writing. Mei et al. (1987) related teacher-developed lessons that are used in schools in New York City.

Ideas regarding approaches that are the most beneficial to the ESL student vary from teacher to teacher, and from school to school. Little empirical research exists on the approaches presented in this review, yet it is a goal that ESL teachers can strive to attain: research to test these approaches. As a first step toward this goal, ESL and English teachers in five large United States' cities were

surveyed to rate, in order of importance, twenty techniques and approaches that are used to facilitate the transition to mainstream curriculum.

Chapter 3

Methods and Procedures

Introduction

The purpose of this study was to determine if teachers believe that second language students have sufficient English skills, and which instructional techniques they regard as beneficial to aid these students in their transition to the mainstream curriculum. Presented in this chapter are the methods and procedures used in the study. Specifically, the following are discussed: (a) Population and Sampling, (b) Instrumentation, (c) Procedures, and (d) Statistical analysis.

Population and Sample

The target population for this study was ESL and English teachers in public high schools located in large urban areas with mixed nationalities. Since demographics reveal that the majority of immigrants settle into five regions of the United States (Estrada, 1988), the accessible population was randomly selected high schools in New York City, Los Angeles, Miami, Chicago, and Houston. Magnet, Vo-Tech, Fashion and Arts, Preparatory, and other special-area schools were excluded from the selection. Random cluster sampling was used to select the 50 schools from Patterson's American Education (Moody, 1989).

Instrumentation

A self-report instrument, presented in Appendix A, was developed by the investigator based on review of relevant

literature and previous knowledge of English language and ESL teaching fields. The survey consisted of two major components: background information concerning the teachers and their schools, and professional information concerning views on the importance of particular methods and approaches implemented for English language acquisition for the non-native speaker. Space was available for suggestions regarding curriculum development and teaching methods.

Eleven questions regarding background information gave the investigator insight into the teacher's experience and licensing, approximate non-native English speaking school population, native languages of these students, and school ESL programs.

Twenty questions regarding professional knowledge generated information concerning teachers' views on the importance of using particular methods and approaches. Four areas, each containing five instructional approaches, assessed the educators' views on teaching skills in reading comprehension, conversation and listening, writing, and grammar. Subjects were asked to rate approaches as to their educational importance. A three-point scale was utilized: 1 - not as important; 2 - important; 3 - very important.

Items concerning approaches and methods were retrieved from several sources. Specifically, Thonis (1990), Ross (1990), Dolly (1990), and Mei et al. (1987) were vital to the development of the survey instrument. The studies reviewed in the Literature Review mention several approaches

and methods implemented in ESL and transitional English language classes.

Procedures

On March 11, 1991, the survey was mailed to English and ESL teachers in 25 randomly selected high schools. Five schools were selected from each of the following cities: Los Angeles, Chicago, Miami, New York City, and Houston. Ten surveys were sent to each school. Included in the packet of surveys and cover letters was a letter of explanation to each school's principal (see Appendix C). A cover letter (see Appendix B) stating the purpose of the study and an explanation of its significance, accompanied the survey. Attached to each survey and cover letter was a self-addressed and self-stamped envelope to facilitate the response rate. The deadline date of March 29 was stated. From this mailing, 57 responses were received.

On April 8, 1991, a follow-up activity was conducted. A second set of surveys and cover letters was mailed to English and ESL teachers in 25 additional high schools, randomly selected from the same cities. A letter of explanation to each school's principal accompanied five surveys, cover letters, and self-addressed, self-stamped envelopes. The deadline date of April 24 was stated. From this mailing, 23 responses were received.

Data Analysis

The computer facilities at Southwest Missouri State University were used to collate the data and generate

frequencies and percentages in order to obtain a descriptive analysis of the data. The findings related to this study are presented in Chapter 4.

CHAPTER 4

Findings of the Study

Introduction

The purpose of this study was to determine if teachers believe that second language students have sufficient English language skills, and which instructional techniques they regard as beneficial to aid these students in their transition to the mainstream curriculum.

Presented in this chapter are the results of the teachers' responses on the Survey of ESL and Mainstream English Teachers (see Appendix A) administered during the Spring of 1991 to teachers in randomly selected schools in New York City, Miami, Los Angeles, Chicago, and Houston.

As part of the survey, teachers were first asked to identify demographic information about their professional background. Specifically, this information included the following six areas: (a) teaching field, (b) level of teaching field, (c) number of years teaching experience, (d) degree held, (e) ESL certification, and (f) foreign language(s) spoken by the teachers. Presented in Table 1 is a summary of the demographic information regarding the sample population of teachers.

The results reveal that more respondents were English teachers (49%) than ESL teachers (38%), and that most of these teachers taught on the Senior High level (78%). The data also reveal little variance in the years of teaching experience: 1-7 years, 26%; 8-15 years, 32%; 16-24 years,

Table 1

Summary of Teachers' Professional Background

Background	Frequency(n = 80)	Percent
Teaching field		
English	38	49%
ESL	29	38%
English & ESL	5	7%a
Other	5	6%
Level of field taught		
Beginning ESL	2	3%
Advanced ESL	3	5%
All levels of ESL	7	11%
Junior high	2	3%
Senior high	49	78%
Teaching experience		
1-7 years	20	26%
8-15 years	25	32%
16-24 years	22	28%
25+ years	11	14%
Degree held		
Bachelor	39	49%
Master	38	48%
Doctorate	2	3%

a Due to rounding, numbers do not add up to an even 100%.

(Table 1 continued)

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Table 1

Summary of Teachers' Professional Background

Background	Frequency(n = 80)	Percent
ESL certified		
Yes	38	48%
No	41	52%
Foreign language(s) spoken by teachers		
Chinese	1	1%
French	5	7%
German	1	1%
Spanish	30	39%
Multiple	16	21%
None	24	31%

28%. Those having taught 25 years and more made up the smallest percentage (14%). The demographic data disclose that while 39% held a bachelor's degree and 38% held a master's degree, only 2% of the respondents held doctorate degrees. Thirty-eight of the respondents (48%) were certified in ESL; forty-one (52%) were not. The data reveal that most of the respondents spoke a foreign language (69%): 39% of those spoke Spanish; 21% of the respondents spoke multiple languages.

Demographic data concerning the student population--the size of non-native English speaking students and the native languages of the students--is presented in Table 2.

Table 2

Summary of Student Population

	Frequency(n = 80)	Percent
Native languages of students		
Spanish	70	88%
French/Creole	12	15%
Chinese	28	35%
Arabic	8	10%
Vietnamese	30	38%
Cambodian	11	14%
Korean	12	15%
Russian	2	3%
Other		
Size of ESL student population		
Large	25	33%
Medium	21	28%
Small	30	39%

The demographic data reveal that Spanish (88%) was the most common native language of the student population, followed by Vietnamese (38%) and Chinese (35%). Nineteen languages were represented as Other. The estimated population of non-native English speaking students was assembled into the following categories: large, 60-100%; medium, 30-60%; and small, 0-30%. Thirty-nine percent of the respondents taught in schools with small ESL populations; the remainder were split almost evenly between medium (28%) and large (33%) ESL populations.

The survey generated data to investigate the following question: Do teachers believe that students are entering the mainstream curriculum with sufficient English language skills? In order to answer this question, teachers were asked to respond either yes or no in the following four areas: (a) if the English skills of the non-native English speakers are sufficient for those students to function successfully in the mainstream, (b) if the school offers ESL courses, (c) if the school or school district offers transitional ESL courses, and (d) if the teacher believes that there is a need for transitional ESL courses. Presented in Table 3 is a summary of the data regarding the teachers' views on ESL offerings.

The data concerning the teachers' views on ESL offerings reveal that over half (63%) of the respondents believed that the English skills of the non-native English speakers in their classes are not sufficient for those

Table 3

Summary of Teachers' Views on ESL Offerings within Their Schools

Survey questions	Frequency(n = 80)	Percent
If English skills are sufficient for mainstream		
Yes	28	37%
No	47	63%
ESL courses offered		
Yes	67	86%
No	11	14%
Transitional ESL courses offered		
Yes	49	65%
No	26	35%
If there is a need for transitional ESL courses		
Yes	68	90%
No	8	10%

students to function successfully in the mainstream. However, one teacher wrote on the survey, "our students are not mainstreamed until they demonstrate proficiency in English." Another teacher wrote, "it may be somewhat difficult for them at first, but after ESL 3 or 4 they usually can succeed."

Most of the respondents' schools (86%) offered ESL courses; over half (65%) of the schools or school districts offered transitional ESL classes. One teacher commented, "These courses are listed or rather defined as transitional, but there are no guidelines being followed." The data also reveal that the majority (90%) of the respondents believed that there is a need for transitional ESL classes.

Instructional Approaches and Methods Data

The 20-item survey generated data to investigate the following question: Which instructional approaches and methods are the most beneficial to the ESL student in mainstream content area courses? The survey was categorized into four skills of English language acquisition: (a) reading comprehension, (b) conversation and listening, (c) writing, and (d) grammar. Each category listed five methods and approaches, and respondents were asked to rate each item on the basis of a three-point scale ranging from not as important to very important. Space was provided for "other suggestions." Presented in Table 4 is a summary of the teachers' views on instructional methods and

Table 4

Overall Responses to Teachers' Views on Instructional Methods

Methods	Percent(frequency) 1	2	3	N Totals
Main idea	3%(2)	13%(10)	84%(66)	78
Detail	5%(4)	31%(24)	64%(49)	77
Outline	36%(28)	42%(32)	22%(17)	77
Summarize	8%(6)	37%(28)	55%(42)	76
Vocabulary	16%(12)	41%(31)	43%(33)	76
Discussion	9%(7)	41%(31)	50%(38)	76
Ignore errors	29%(21)	54%(39)	17%(12)	72
Reading aloud	13%(10)	38%(29)	49%(38)	77
Experiences	2%(2)	12%(9)	86%(66)	77
Reading daily	17%(13)	48%(37)	35%(27)	77
Free writing	10%(8)	23%(18)	67%(52)	78
Journals	10%(8)	30%(23)	60%(47)	78
Dialogue	27%(21)	38%(29)	35%(27)	77
Logs	17%(13)	52%(39)	31%(23)	75
Creative writing	15%(11)	37%(28)	48%(36)	75
Parts of speech	35%(27)	40%(31)	25%(19)	77
Verbs	25%(19)	44%(34)	31%(24)	77
Rules	36%(27)	32%(25)	32%(25)	77
Irregular	13%(10)	38%(29)	49%(38)	77
Writing	3%(2)	14%(11)	83%(64)	77

Note. 1 = not important; 2 = important; 3 = very important.

approaches.

In the first category--reading comprehension-- data reveal that 84% of the teachers rated identifying the main idea as very important. Understanding the use of details to support main thought was rated as very important by 64% of the teachers. Over half (55%) rated summarizing as a very important instructional method. Almost an equal number of teachers found outlining paragraphs and articles (42%) and reading selections with vocabulary lists (41%) as important. In response to this category, one teacher commented, "your own vocabulary list for your students is more important." Another teacher added, "teaching context clues" as a beneficial aid to reading comprehension, while another respondent wrote, "silent reading (5-10 minutes daily)" as a helpful method for teaching reading comprehension to ESL students.

In category two, conversation and listening, 86% of the teachers agreed that providing interesting experiences to talk about and listen to is a very important instructional approach. Thirty-eight teachers (50%) found both discussion of literature assignments and reading work aloud (49%) as very important methods for enhancing conversation and listening skills, while 37 teachers (48%) rated daily reading as important. Over half (54%) of the respondents rated ignoring errors in pronunciations and grammar as important. Several teachers added comments on the survey regarding this approach. One teacher wrote, "Although I try

not to ignore any errors - depending on the student - I don't point out every detail because self-confidence is more important at the beginning."

There were several general comments regarding this category of language acquisition. One teacher wrote, "listen to tapes, or radio, TV, speeches, and dialogue." Another teacher suggested the following: "pair ESL students with a class of English speakers for a series of 3 or 4 lessons." "Cooperative learning" was also suggested as a method for teaching conversation and listening skills. One teacher simply wrote, "Talk! Talk! Talk!"

Category three consisted of instructional methods and approaches for writing. According to Table 4, over half of the respondents rated free writing (67%) and journal writing (60%) as very important instructional methods. While 48% of the teachers rated creative writing as very important, 52% rated writing in reading logs as important. Dialogue writing presented a division in teachers' views: 27% found this item not important in contrast to 35% who found it very important. Several comments were added to this category. One teacher wrote: "Pre-writing activities are very important." Another comment concerning pre-writing was "discussion before writing is important." One teacher suggested "keeping a daily notebook with vocabulary and spelling words and daily lessons." Another comment was "the more writing is encouraged, the better they become at it."

Teachers were divided in their responses in category

four, grammar. Eighty-three percent of the respondents rated teaching grammar through writing and reading assignments very important. Thirty-five percent of the teachers found identifying parts of speech and use and explanations of syntax rules as not important. While 44% found verb study lists as an important method to use, 49% rated irregular verb study as a very important approach to teaching grammar. One teacher commented: "Although the trend is away from grammar, it is a necessary part of teaching ESL at the higher levels."

Data from the 20 items was cross-tabulated with variables from four areas in the teachers' background information: years teaching; degree held; ESL certification; and languages spoken by the teachers. The demographic data representing the respondents' years of teaching did not provide percentages great enough to draw conclusions; therefore, the variables 1-7 years, 8-15 years, 16-24 years, and 25+ years were reorganized into two variables. The new variables, frequencies, and percentages, as seen in Table 5, are as follows: 1-15 years, n = 45, 58%; and 16-25+ years, n = 33, 42%. Two respondents held doctorate degrees; thus, only bachelor and master degrees are represented in Table 6 and the text corresponding to that table. Another variable was formed in the category of languages spoken by the teachers by combining Chinese, French, and German. The new variable is presented as Other in Tables 8-11, and has the following frequency and

percentage: n = 7; 9%.

Presented in Table 5 is a summary of the teachers' views on instructional methods categorized by years of teaching experience.

In the reading comprehension category, data reveal that despite the years of teaching experience, the majority (86%) of the teachers rated identifying the main idea as a very important instructional method. Over half (66%) of both groups rated understanding the use of details to support main thought as very important, also. Ratings did vary between the two groups for the remaining instructional methods. Only 29% of the teachers with 1-15 years experience rated outlining as not important, as compared to 48% of those with more experience. One teacher (3%) with 16-25+ years experience rated summarizing as not important, while five teachers (12%) with less experience found it not important. Forty-eight percent of the teachers with 16-25+ years experience found using reading selections with vocabulary lists as very important, as compared to 38% of the teachers with 1-15 years experience.

In the second category, conversation and listening, data reveal that more (54%) teachers with 1-15 years experience rated discussion of literature assignments as a very important instructional method, while teachers' ratings with 16-25+ years experience were evenly split between important (43%) and very important (43%). Ignoring errors in pronunciations and grammar was found by over half (55%)

Table 5

Teachers' Views on Instructional Methods: by Years of Teaching Experience

	Percent(frequency)						
	1 - 15 years experience			16 - 25+ years experience			N Totals
Methods	1	2	3	1	2	3	
Main idea	0%(0)	18%(8)	82%(37)	3%(1)	7%(2)	90%(28)	76
Detail	0%(0)	36%(16)	64%(28)	10%(3)	22%(7)	68%(21)	75
Outline	29%(12)	56%(23)	15%(6)	48%(15)	26%(8)	26%(8)	72
Summarize	12%(5)	30%(13)	58%(25)	3%(1)	45%(14)	52%(16)	74
Vocabulary	18%(8)	44%(20)	38%(17)	14%(4)	38%(11)	48%(14)	74
Discussion	7%(3)	39%(17)	54%(24)	14%(4)	43%(13)	43%(13)	74
Ignore errors	32%(14)	57%(25)	11%(5)	26%(7)	52%(14)	22%(6)	71
Reading aloud	11%(5)	41%(18)	48%(21)	16%(5)	36%(11)	48%(15)	75
Experiences	2%(1)	11%(5)	87%(38)	3%(1)	13%(4)	84%(26)	75
Reading daily	21%(9)	52%(23)	27%(12)	13%(4)	42%(13)	45%(14)	75

Note. 1 = not important; 2 = important; 3 = very important.

(Table 5 continued)

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Table 5

Teachers' Views on Instructional Methods: by Years of Teaching Experience

	Percent(frequency)						
	1 - 15 years experience			16 - 25+ years experience			N Totals
Methods	1	2	3	1	2	3	
Free writing	9%(4)	24%(11)	67%(30)	13%(4)	23%(7)	64%(20)	76
Journals	7%(3)	29%(13)	64%(29)	16%(5)	32%(10)	52%(16)	76
Dialogue	24%(11)	36%(16)	40%(18)	33%(10)	37%(11)	30%(9)	75
Logs	16%(7)	54%(23)	30%(13)	19%(6)	49%(15)	32%(10)	74
Creative writing	16%(7)	39%(17)	45%(20)	13%(4)	37%(11)	50%(15)	74
Parts of speech	34%(15)	45%(20	21%(9)	39%(12)	35%(11)	26%(8)	75
Verbs	22%(10)	45%(20)	33%(15)	30%(9)	47%(14)	23%(7)	75
Rules	36%(16)	28%(13)	36%(16)	37%(11)	40%(12)	23%(7)	75
Irregular verbs	16%(7)	29%(13)	55%(25)	10%(3)	53%(16)	37%(11)	75
Writing	4%(2)	11%(5)	84%(38)	0%(0)	19%(6)	81%(25)	76

Note. 1 = not important; 2 = important; 3 = very important.

of the teachers in both groups to be an important method to use for enhancing conversation and listening skills. Years of teaching experience did not appear to affect the ratings for reading work aloud or providing interesting experiences to talk about and listen to. More teachers with less teaching experience (21%) found the approach of reading to students daily as not important, as compared to 13% of those with more years experience.

For the category of writing, the years of teaching experience did not seem to affect the teachers' views on instructional methods best for ESL students. Ratings on these five items did not vary significantly between the two groups.

Years of teaching experience appeared to affect two items from the category of grammar. Over half (55%) of the teachers with 1-15 years experience found irregular verb study as a very important instructional method to use with ESL students; however, 53% of the teachers with 16-25+ years experience found it important. Forty percent of the teachers with more experience found the use and explanation of syntax rules as important, as compared to only 28% of the teachers with 1-15 years.

Presented in Table 6 is a summary of the teachers' views on instructional methods categorized by degree held.

In the category of reading comprehension, the majority (85%) of the teachers found identifying the main idea as very important; over half (64%) of the teachers in both

Table 6

Teachers' Views on Instructional Methods: by Degree Held

	Percent(frequency)						
	Bachelor Degree			Master Degree			
Methods	1	2	3	1	2	3	N Totals
Main idea	0%(0)	16%(6)	84%(32)	3%(1)	11%(4)	86%(32)	75
Detail	3%(1)	40%(15)	57%(21)	6%(2)	24%(9)	70%(26)	74
Outline	30%(11)	57%(21)	13%(5)	43%(16)	30%(11)	27%(10)	74
Summarize	11%(4)	34%(12)	55%(20)	5%(2)	41%(15)	54%(20)	73
Vocabulary	11%(4)	50%(19)	39%(15)	23%(8)	31%(11)	46%(16)	73
Discussion	8%(3)	42%(16)	50%(19)	12%(4)	34%(12)	54%(19)	73
Ignore errors	30%(11)	56%(20)	14%(5)	26%(9)	53%(18)	21%(7)	70
Reading aloud	8%(3)	41%(15)	51%(19)	18%(7)	35%(13)	45%(17)	74
Experiences	0%(0)	14%(5)	86%(32)	3%(1)	11%(4)	86%(32)	74
Reading daily	14%(5)	62%(23)	24%(9)	19%(7)	32%(12)	49%(18)	74

Note. 1 = not important; 2 = important; 3 = very important.

(Table 6 continued)

Table 6

Teachers' Views on Instructional Methods: by Degree Held

	Percent(frequency)						
	Bachelor Degree			Master Degree			
Methods	1	2	3	1	2	3	N Totals
Free writing	3%(1)	34%(13)	63%(24)	16%(6)	14%(5)	70%(26)	75
Journals	10%(4)	37%(14)	53%(20)	11%(4)	22%(8)	67%(25)	75
Dialogue	29%(11)	45%(17)	26%(10)	25%(9)	31%(11)	44%(16)	74
Logs	14%(5)	64%(23)	22%(8)	19%(7)	43%(16)	38%(14)	73
Creative writing	8%(3)	41%(15)	51%(19)	20%(7)	36%(13)	44%(16)	73
Parts of speech	32%(12)	39%(15)	29%(11)	39%(14)	42%(15)	19%(7)	74
Verbs	26%(10)	40%(15)	34%(13)	22%(8)	50%(18)	28%(10)	74
Rules	29%(11)	37%(14)	34%(13)	44%(16)	25%(9)	31%(11)	74
Irregular verbs	16%(6)	26%(10)	58%(22)	11%(4)	47%(17)	42%(15)	74
Writing	5%(2)	5%(2)	90%(34)	0%(0)	19%(7)	81%(29)	74

Note. 1 = not important; 2 = important; 3 = very important.

groups rated understanding the use of details to support main thought, and summarizing as very important, also. Ratings for the use of outlining differed between the degrees. Only 13% of those with a bachelor's degree found this item very important, as compared to 27% of those with a master's. Fifty percent of the teachers holding a bachelor's degree rated reading selections with vocabulary lists as important; 31% of those holding a master's degree rated it as important.

In the second category, conversation and listening, over half (52%) of the teachers in both groups agreed that discussion of literature assignments was a very important instructional method, and over half (54%) of the teachers found ignoring errors in pronunciations and grammar as important. Reading work aloud was rated as very important by 51% of those with a bachelor's degree, and 45% of those with a master's degree. Exactly 86% of both groups rated providing interesting experiences to talk about and listen to as very important. While 62% of teachers with a bachelor's degree rated daily reading as important, 49% of those with a master's degree rated it as very important.

In the third category--writing--over half (67%) of the teachers rated free writing and journal writing as very important methods for instruction. While 26% of those with a bachelor's degree rated dialogue writing as very important, 44% of those with a master's degree agreed. A difference in ratings appeared in regards to writing in

reading logs: 64% with a bachelor's degree found it important as compared to 43% with a master's degree. Creative writing was found to be very important to 51% of the teachers with a bachelor's degree, and 44% of the teachers with a master's.

In the fourth category, grammar, the majority (86%) of the teachers found teaching grammar through writing and reading assignments to be very important. Ratings for identifying parts of speech were almost evenly divided among the three levels of importance for teachers with a bachelor's degree. However, only 19% of those with a master's degree found this method very important. Teachers' ratings for verb study lists were similar: while 26% with a bachelor's degree found this item not important, 22% with a master's degree agreed. Views varied for irregular verb study: 26% with a bachelor's degree rated it as important as compared to 47% of those with a master's. Use and explanations of syntax rules was rated as not important by 29% of those with a bachelor's degree and 44% of those with a master's degree.

Presented in Table 7 is a summary of teachers' views categorized by ESL certification.

In the first category, reading comprehension, data reveal that the majority (85%) of teachers, both with and without ESL certification, rated identifying the main idea as a very important instructional method. Over half (64%) of the respondents in both groups found understanding use of

Table 7

Teachers' Views on Instructional Methods: by ESL Certification

	Percent(frequency)						
	Certified ESL			Not Certified ESL			
Methods	1	2	3	1	2	3	N Totals
Main idea	5%(2)	13%(5)	82%(31)	0%(0)	13%(5)	87%(34)	77
Detail	5%(2)	32%(12)	63%(24)	5%(2)	29%(11)	66%(25)	76
Outline	31%(12)	45%(17)	24%(9)	39%(15)	39%(15)	22%(8)	76
Summarize	8%(3)	29%(11)	63%(24)	8%(3)	43%(16)	49%(18)	75
Vocabulary	19%(7)	35%(13)	46%(17)	13%(5)	45%(17)	42%(16)	75
Discussion	8%(3)	39%(14)	53%(19)	8%(3)	43%(17)	49%(19)	75
Ignore errors	33%(12)	53%(19)	14%(5)	26%(9)	54%(19)	20%(7)	71
Reading aloud	16%(6)	45%(17)	39%(15)	10%(4)	32%(12)	58%(22)	76
Experience	3%(1)	13%(5)	84%(32)	3%(1)	8%(3)	89%(34)	76
Reading daily	18%(7)	50%(19)	32%(12)	13%(5)	47%(18)	40%(15)	76

Note. 1 = not important; 2 = important; 3 = very important.

(Table 7 continued)

Table 7

Teachers' Views on Instructional Methods: by ESL Certification

	Percent(frequency)						
	Certified ESL			Not Certified ESL			
Methods	1	2	3	1	2	3	N Totals
Free writing	13%(5)	18%(7)	69%(26)	7%(3)	26%(10)	67%(26)	77
Journals	16%(6)	26%(10)	58%(22)	3%(1)	33%(13)	64%(25)	77
Dialogue	26%(10)	40%(15)	34%(13)	26%(10)	37%(14)	37%(14)	76
Logs	20%(7)	51%(18)	29%(10)	16%(6)	51%(20)	33%(13)	74
Creative writing	14%(5)	37%(13)	49%(17)	15%(6)	36%(14)	49%(19)	74
Parts of speech	30%(11)	51%(19)	19%(7)	38%(15)	31%(12)	31%(12)	76
Verbs	24%(9)	46%(17)	30%(11)	26%(10)	41%(16)	33%(13)	76
Rules	32%(12)	41%(15)	27%(10)	38%(15)	24%(9)	38%(15)	76
Irregular verbs	11%(4)	34%(13)	55%(21)	16%(6)	39%(15)	45%(17)	76
Writing	6%(2)	16%(6)	78%(29)	0%(0)	13%(5)	87%(34)	76

Note. 1 = not important; 2 = important; 3 = very important.

details to support main thought as very important, also. Forty-five percent of the certified ESL teachers rated outlining paragraphs and articles important, as compared to 39% of the teachers not ESL certified. While 43% of the teachers not ESL certified found summarizing as important, 63% of the teachers who were certified ESL rated the item as very important. More (46%) teachers with ESL certification rated the instructional method of reading selections with vocabulary lists as very important than did teachers without ESL certification (42%).

According to Table 7, teachers certified ESL and not certified ESL agreed in their ratings on three of the five items in the category of conversation and listening. Over half (53%) of the teachers of both groups rated ignoring errors in pronunciations and grammar as an important instructional approach, while 53% of ESL certified teachers and 49% of the teachers not ESL certified found discussion of literature assignments as very important. Over 80% of the respondents rated providing interesting experiences to talk about and listen to as a very important method for improving conversation and listening skills. While 39% of the ESL certified teachers found reading work aloud as very important, 58% of teachers not ESL certified rated it as very important. Reading to the students daily was rated as important by 50% of the ESL certified teachers, and by 47% of the teachers not ESL certified.

No discrepancies were revealed in the category of

writing. Teachers of both groups were in agreement on all five approaches. Over half of both groups found free writing (68%) and journal writing (61%) as very important. Fifty-one percent of both groups rated writing in reading logs as important; 49% of both certified ESL and non-certified ESL teachers rated creative writing as very important. Twenty-six percent of teachers, both certified and non-certified ESL, found dialogue writing as not important.

In the fourth category, grammar, teachers from both groups were in agreement on two of the five items. Over 75% of the teachers in both groups rated teaching grammar through writing and reading assignments as a very important instructional method. Irregular verb study was rated as very important by 55% of the ESL certified teachers, and 45% of the teachers not ESL certified. Verb study lists were found to be an important tool for 46% of the certified teachers and 41% of the teachers not certified in ESL. Nineteen percent of the certified ESL teachers found identifying parts of speech as very important, as compared to 31% of the teachers not ESL certified. Teachers were not in agreement regarding use and explanations of syntax rules: 41% of those ESL certified rated it as important, in contrast to the 24% non-certified ESL teachers.

Presented in Table 8 is a summary of teachers' views on instructional methods for reading comprehension categorized by languages spoken by the teachers.

Table 8

Teachers' Views on Instructional Methods for Reading Comprehension by Languages Spoken

	Percent(frequency)				
	Main idea	Detail	Outline	Summarize	Vocabulary
Spanish					
1	0%(0)	0%(0)	39%(11)	7%(2)	7%(2)
2	21%(6)	54%(15)	50%(14)	39%(11)	68%(19)
3	79%(23)	46%(13)	11%(3)	54%(15)	25%(7)
Other					
1	14%(1)	14%(1)	29%(2)	0%(0)	29%(2)
2	0%(0)	0%(0)	0%(0)	43%(3)	14%(1)
3	86%(6)	86%(6)	71%(5)	57%(4)	57%(4)
Multiple					
1	0%(0)	0%(0)	37%(6)	20%(3)	37%(6)
2	19%(3)	25%(4)	50%(8)	27%(4)	19%(3)
3	81%(13)	75%(12)	13%(2)	53%(8)	44%(7)
None					
1	0%(0)	9%(2)	35%(8)	4%(1)	9%(2)
2	0%(0)	17%(4)	35%(8)	35%(8)	32%(7)
3	100%(23)	74%(17)	30%(7)	61%(14)	59%(13)
Total					
1	1%(1)	4%(3)	36%(27)	8%(6)	16%(12)
2	12%(9)	31%(23)	41%(30)	36%(26)	41%(30)
3	87%(65)	65%(48)	23%(17)	56%(41)	43%(31)

Note. 1 = not important; 2 = important; 3 = very important.

Data in Table 8 reveal that the majority (87%) of all the respondents, regardless of languages spoken, rated identifying the main idea as a very important method for reading comprehension instruction. While 54% of the teachers speaking Spanish rated understanding use of details to support main thought as important, over 70% of the teachers speaking other languages, multiple languages, or no foreign language found this method as very important. In contrast to the 71% of the teachers who speak other languages and rated outlining as very important, 50% of the teachers speaking Spanish and multiple languages rated outlining as important. Teachers not speaking a foreign language were almost evenly divided among the three levels of importance for this method. Over half (56%) of all the teachers were in agreement, rating summarizing as a very important instructional method. Sixty-eight percent of the teachers who speak Spanish rated reading selections with vocabulary lists as important; 44% speaking multiple languages and over 50% of the remaining teachers rated this method as very important.

Presented in Table 9 is a summary of teachers' views on instructional methods for conversation and listening categorized by languages spoken by the teachers.

Data reveal in Table 9 that teachers were not in agreement on several of the instructional methods for conversation and listening. While 83% of teachers speaking other languages rated discussion of literature assignments

Table 9

Teachers' Views on Instructional Methods for Conversation and Listening: by Languages Spoken

	Percent(frequency)				
	Discussion	Errors	Read aloud	Experience	Read daily
Spanish					
1	8%(2)	41%(11)	7%(2)	0%(0)	29%(8)
2	46%(13)	55%(15)	59%(17)	14%(4)	39%(11)
3	46%(13)	4%(1)	34%(10)	86%(24)	32%(9)
Other					
1	17%(1)	0%(0)	14%(1)	14%(1)	14%(1)
2	0%(0)	57%(4)	29%(2)	29%(2)	72%(5)
3	83%(5)	43%(3)	57%(4)	57%(4)	14%(1)
Multiple					
1	13%(2)	37%(6)	25%(4)	0%(0)	12%(2)
2	37%(6)	58%(8)	31%(5)	6%(1)	63%(10)
3	50%(8)	13%(2)	44%(7)	94%(14)	25%(4)
None					
1	9%(2)	15%(3)	13%(3)	4%(1)	9%(2)
2	48%(11)	60%(12)	23%(5)	9%(2)	43%(10)
3	43%(10)	25%(5)	64%(14)	87%(20)	48%(11)
Total					
1	10%(7)	28%(20)	14%(10)	3%(2)	17%(13)
2	41%(30)	56%(39)	39%(29)	12%(9)	49%(36)
3	49%(36)	16%(11)	47%(35)	85%(62)	34%(25)

Note. 1 = not important; 2 = important; 3 = very important.

as very important, 43% to 50% of the remaining teachers rated this method very important. Over half (56%) of all of the teachers agreed, rating ignoring errors in pronunciations and grammar as important; however, 41% of those speaking Spanish found it not important, as contrasted to 44% of those speaking multiple languages who found this method as very important. Over 60% of those speaking no foreign language, 44% of those speaking multiple languages, and 57% of those grouped under other languages rated reading work aloud as a very important method: 59% of those speaking Spanish found this item important. The majority (85%) of all the teachers were in agreement on their ratings for providing interesting experiences to talk about and listen to as very important. Data reveal mixed ratings for the method of reading to students daily. Teachers speaking Spanish were almost evenly divided across the three levels of importance; teachers speaking no foreign language were almost evenly split between very important (48%) and important (43%). The majority of the teachers in the remaining two categories rated this method as important.

Presented in Table 10 is a summary of the teachers' views on instructional methods for writing categorized by languages spoken by the teachers.

Data reveal that over 60% of the teachers speaking Spanish, multiple languages, or no foreign language rated free writing as a very important method for writing instruction. Forty-four percent of those speaking Chinese,

Table 10

Teachers' Views on Instructional Methods for Writing: by Languages Spoken

	Percent(frequency)				
	Free Writing	Journals	Dialogue	Logs	Creative
Spanish					
1	7%(2)	14%(4)	31%(9)	22%(6)	18%(5)
2	28%(8)	34%(10)	45%(13)	56%(15)	32%(9)
3	65%(19)	52%(15)	24%(7)	22%(6)	50%(14)
Other					
1	28%(2)	28%(2)	29%(2)	14%(1)	28%(2)
2	28%(2)	28%(2)	14%(1)	57%(4)	44%(3)
3	44%(3)	44%(3)	57%(4)	29%(2)	44%(3)
Multiple					
1	12%(2)	6%(1)	19%(3)	12%(2)	6%(1)
2	25%(4)	38%(6)	44%(7)	63%(10)	50%(8)
3	63%(10)	56%(9)	37%(6)	25%(4)	44%(7)
None					
1	9%(2)	0%(0)	32%(7)	17%(4)	14%(3)
2	13%(3)	17%(4)	27%(6)	35%(8)	36%(8)
3	78%(18)	83%(19)	41%(9)	48%(11)	50%(11)
Total					
1	11%(8)	9%(7)	29%(21)	18%(13)	15%(11)
2	23%(17)	29%(22)	39%(30)	49%(35)	38%(28)
3	66%(50)	62%(46)	34%(26)	33%(23)	47%(35)

Note. 1 = not important; 2 = important; 3 = very important.

French, and German (see Other) rated it as very important. Journal writing was rated as very important by over half of all the teachers except for those grouped under Other. As seen in Table 10, dialogue writing produced mixed ratings. While 45% of the teachers speaking Spanish and 44% of the teachers speaking multiple languages rated this method as important, 32% of those not speaking a foreign language rated it as not important and 57% of those grouped in Other found it very important. Ratings were varied on writing in reading logs, also. Over half of the teachers speaking some foreign language rated this item as important; 48% those speaking no foreign language rated it as very important. Teachers were split between important (38%) and very important (47%) on using creative writing as an instructional method.

Presented in Table 11 is a summary of the teachers' views on instructional methods for grammar categorized by languages spoken by the teachers.

Data reveal that teachers' views differed on methods regarding grammar instruction. Forty-eight percent of teachers who speak Spanish and 50% who speak multiple languages rated identifying parts of speech as important. In comparison, 44% of the teachers in the category of Other rated this method as very important, while 45% of the teachers not speaking a foreign language found it not important. Over half (57%) of the teachers in the group Other rated verb study lists as very important; more

Table 11

Teachers' Views on Instructional Methods for Grammar: by Languages Spoken

	Percent(frequency)				
	Parts of speech	Verbs	Rules	Irregular	Writing
Spanish					
1	38%(11)	25%(7)	50%(14)	14%(4)	7%(2)
2	48%(14)	54%(14)	29%(8)	41%(12)	11%(3)
3	14%(4)	21%(6)	21%(6)	45%(13)	82%(23)
Other					
1	28%(2)	29%(2)	0%(0)	14%(1)	0%(0)
2	28%(2)	14%(1)	43%(3)	14%(1)	29%(2)
3	44%(3)	57%(4)	57%(4)	72%(5)	71%(5)
Multiple					
1	19%(3)	25%(4)	26%(4)	19%(3)	0%(0)
2	50%(8)	50%(8)	37%(6)	25%(4)	6%(1)
3	31%(5)	25%(4)	37%(6)	56%(9)	94%(15)
None					
1	45%(10)	22%(5)	39%(9)	9%(2)	0%(0)
2	32%(7)	43%(10)	35%(8)	50%(11)	22%(5)
3	23%(5)	35%(8)	26%(6)	41%(9)	78%(18)
Total					
1	35%(26)	25%(18)	36%(27)	13%(10)	3%(2)
2	42%(31)	45%(33)	34%(25)	38%(28)	15%(11)
3	23%(17)	30%(22)	30%(22)	49%(36)	82%(61)

Note. 1 = not important; 2 = important; 3 = very important.

teachers speaking Spanish (54%), multiple languages (50%), and no foreign language (43%) found it important. Fifty percent of the teachers speaking Spanish rated use and explanations of syntax rules as not important, in comparison to 57% of those in the category of Other who rated it as very important. The remaining teachers were almost evenly divided among the three variables. As seen in Table 11, teachers' ratings were mixed on irregular verb study, also. Teachers speaking Spanish were almost evenly split between important (41%) and very important (45%) on this method, as compared to 72% of those grouped under Other who rated it as very important. While 56% of those speaking multiple languages found irregular verb study very important, 50% of those speaking no foreign language rated it important. Eighty-two percent of all the teachers rated teaching grammar through writing and reading assignments as a very important method of grammar instruction.

Presented in Chapter 5 are the conclusions drawn in this study.

CHAPTER 5

Summary, Conclusions, Discussion, and Recommendations

Presented in this chapter is a summary of the study, the conclusions based on survey results, discussion of the findings, and recommendations for further study.

Summary

The purpose of this study was to determine if teachers believe that second language students have sufficient English skills, and which instructional techniques they regard as beneficial to aid these students in their transition to the mainstream curriculum. A survey was developed by the researcher to investigate teacher's views on the importance of using particular methods and approaches in the following four areas: (a) reading comprehension; (b) conversation and listening; (c) writing; and (d) grammar. The survey consisted of 11 demographic items and 20 methods and approaches concerning the four areas of language acquisition. Respondents circled the level of importance they placed on each instructional approach. The three response categories were as follows: 1 - not as important; 2 - important; 3 - very important.

The survey was mailed to English and ESL teachers in 50 randomly selected high schools. Ten schools were selected from each of the following cities: Los Angeles, Chicago, Miami, New York City, and Houston. A total of 80 surveys was returned. The data gathered from these surveys were used to formulate the conclusions of this study.

The survey was analyzed with the assistance of the computer services department at Southwest Missouri State University. Statistics were computed using the Statistical Analysis System which generated descriptive statistics including percentages and frequencies. The analyses also included cross tabulations of years of teaching experience, degree held, ESL certification, languages spoken by the teachers, and size of ESL student population, with responses to the 20 survey items concerning instructional methods.

Conclusions

Within the limitations of the population and design of the study, the following conclusions appear to be justified:

1. ESL and mainstream English teachers do not believe that non-native English speaking students are entering the mainstream curriculum with sufficient English language skills.

2. ESL and mainstream English teachers believe that there is a need for transitional ESL classes.

3. ESL and mainstream English teachers believe that identifying the main idea, understanding the use of details to support main thought, and summarizing are important methods for reading comprehension instruction with ESL students.

4. ESL and mainstream English teachers believe that providing interesting experiences to talk about and listen to is an important method for conversation and listening skills' instruction with ESL students.

5. ESL and mainstream English teachers believe that free writing and journal writing are important methods for writing instruction with ESL students.

6. ESL and mainstream English teachers believe that teaching grammar through writing and reading assignments is an important method for grammar instruction with ESL students.

Discussion

The findings of this study concerning non-native ESL students entering the mainstream curriculum without sufficient English language skills were in agreement with Bliss (1988), Freeman and Freeman (1988), McKeon (1987), Mei et al. (1985, 1987), and Torres, et al. (1989). Freeman and Freeman (1988) stated that as the number of limited English proficient (LEP) students increases, the more difficult it becomes for school districts to prepare "these LEP students to keep up academically with their native-English-speaking peers" (p. 3). Sheltered English Programs are suggested "to make academic instruction in English understandable to LEP students" (p. 3). McKeon (1987) explained that according to demographics, the LEP students in the U.S. ages 5-14 "who lack the necessary English skills for immediate success in an all-English curriculum" (p. 3) are not only growing in number, but nearly one out of every four teachers has had LEP students in class. Bliss (1988) reported that a "chasm" (p. 36) exists for LEP students into which they fall because of "the pressure to mainstream

students from ESL classes to subject classes as soon as possible" (p. 36), thus pushing them prematurely into situations which they are not academically prepared to handle.

Mei et al. (1985) stated that since all students are required to pass content area courses in order to graduate, "some of the E.S.L. students, however, had English skills too limited for them to absorb the same material presented to mainstream and English-dominant students" (p. 22). Torres et al. (1989) explained that LEP students are mainstreamed "who just surpass the twentieth percentile on the LAB {Language Assessment Battery} ... a level equivalent to that reached by the bottom fifth of their mainstream classmates ... and {therefore} in this sense are probably not participating 'effectively' in their classes" (p. 3). They further stated that these students are able "to function only at a relatively low level" (p. 3). Mei et al. (1987) reported that students in higher level ESL classes "took the transitional class because their English skills were still not sufficient for them to function successfully in the mainstream" (p. 3).

The results of this study regarding the need for transitional ESL classes were in accord with Bliss (1988), Mei et al. (1987), and Torres et al. (1989). Bliss (1988) discussed "the giant leap between basic-level ESL instruction and the higher-order discourse and language skills necessary to perform in the academic mainstream"

(p. 37). He stated that because the schools have not directly attended to this problem, LEP students are mainstreamed into content-area classes before they are language-prepared (Bliss, 1988). Mei et al. (1987) supported this need by stating that students in upper level ESL courses took "the transitional class because their English skills were still not sufficient" (p. 3) for content area curriculum. They reported that "teachers ... agreed that students' listening, speaking, reading and writing skills benefitted from an additional daily period of English-language instruction" (p. 11). Torres et al. (1989) remarked that "transitional services" (p. 25) need to be developed and implemented for LEP students scoring in the 21-40 percentile on language proficiency tests. These specific transitional classes are essential "rather than remedial services designed for low-achieving monolingual English speakers" (p. 24) because LEP students' needs differ considerably (Torres et al., 1989).

According to the majority of the teachers surveyed, seven of the 20 approaches and methods were rated very important for instructing ESL students. This study found that the most beneficial methods concerning reading comprehension instruction were identifying the main idea, understanding the use of details to support main thought, and summarizing. These findings were in agreement with Chamot and Stewner-Manzanares (1985) and Mei et al. (1987). In their report, Mei et al. (1987) discussed components of a

curriculum guide that had been developed by a teacher for a transitional ESL reading course. They stated that this guide "contains a series of preliminary lessons on reading comprehension: identifying the main idea, understanding the use of details to support the main thought ... and summarizing" (p. 9). These items can also be related to elements in the Communicative Approach which include interaction with text as well as face-to-face communication (Chamot & Stewner-Manzanares, 1985).

This study identified that the most effective method for conversation and listening skills' instruction was providing interesting experiences to talk about and listen to. This proved to be in agreement with a number of authorities (Chamot & Stewner-Manzanares, 1985; LaPerla, 1986; Lozanov, 1980; Thonis, 1990; Varvel, 1980). Thonis (1990) offered suggestions concerning ESL students' language instruction. She specifically stated: "Help students become better talkers by ... providing interesting experiences to talk about" (p. 14). LaPerla (1986) discussed the positive aspects and motivation that result from "establishing a supportive climate, involving students in an active rather than passive role, {and} increasing interest by providing relevant experiences" (p. 15). The element of interesting and relevant experiences is utilized in the Counseling - Learning Approach created by Curran (Chamot & Stewner-Manzanares, 1985). Through shared discussion of experiences, the students are given an

opportunity to learn about themselves as well as their peers; thus, creating a more open and relaxed atmosphere for instruction (Varvel, 1980). Aspects of Lozanov's (1979) Suggestopedia incorporate interesting and applicable experiences into the lessons. The Language Experience Approach (LEA) uses the students' real-life experiences as the foundation for its stories (Chamot & Stewner-Manzanares, 1985).

The findings of this study regarding the most beneficial methods and approaches for writing instruction were free writing and journal writing, and were in accord with Flores and Reyes (both cited in Ross, 1990), Mei et al. (1987), and Thonis (1990). Mei et al. (1987) described a teacher-developed curriculum guide for the writing component of a transitional ESL course. They stated: "The curriculum includes a process approach to writing techniques which involves students in a cycle of pre-writing, drafting, revising, peer critiquing, and editing" (p. 10). Included in the guide are exercises on free writing and journal writing. Mei et al. (1987) further stated that the "E.S.L. coordinator noted that free writing ... is a key focus of writing lessons in funded E.S.L. transitional classes" (p. 10). Thonis (1990) suggested that "offering the chance to keep a personal journal" (p. 14) is a helpful technique in assisting ESL students to become more comfortable with their writing. Flores (cited in Ross, 1990) found journal writing as "the easiest and least threatening way to help students

shift to English" (p. 26). Reyes (cited in Ross, 1990) stated that journal writing "seems to improve fluency" (p. 26) in ESL students' writing.

Concerning grammar instruction, this study found that teaching grammar through writing and reading assignments was the most effective method. This finding was in agreement with the Alberta Department of Education (1988), Chamot and Stewner-Manzanares (1985), DiPietro (1982), and Thonis (1990). Thonis (1990) indicated that "encouraging them to read widely" (p. 14) would help ESL students to become better writers. The Alberta Department of Education (1988) stated that "specific sentence structure can be taught" (p. 51) from writing and reading LEA stories, once the "reading is fluent and the additional words can be recognized at sight" (p. 51). In the Strategic Interaction Approach, DiPietro (1982) explained the teacher's role as a coach, clarifying grammar within the context of the specific scenario. Chamot and Stewner-Manzanares (1985) discussed features of the Communicative Approach, identifying interaction with text, and student participation in extended discourse.

Recommendations

The following recommendations are made for future studies related to instructional methods and approaches beneficial for ESL students:

1. The sample for this investigation was limited to ESL and mainstream English teachers from 50 randomly

selected high schools in five cities in the United States. It is recommended that future studies include a larger population.

2. The sample for this investigation was limited to ESL and mainstream English teachers from high schools. It is recommended for future studies that teachers from elementary, middle, and junior high schools be included, as well as content-area teachers of other subjects.

3. This study was limited to analysis of the survey instrument developed by the researcher. It is recommended that future study include a revised survey incorporating additional methods and approaches, as well as questions regarding the amount of time spent using specific methods.

4. This survey was limited to the investigation of teachers and their views. It is recommended that future study also be directed toward the students themselves, investigating which methods they believe are the most beneficial for them and their transition into mainstream curriculum.

Based on the results of this study, the following curricular recommendations are made:

1. Since a need for transitional ESL exists, school administrators, content-area, ESL, and English teachers should work together to establish transitional ESL courses in their school's curriculum and course offerings.

2. In order to define its specific role in the school's curriculum, transitional ESL necessitates

specialized guidelines to follow--a philosophy and curriculum implementing its singleness of purpose--thereby not overlapping mainstream English or advanced ESL course material.

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APPENDIX A

SURVEY OF ESL AND

MAINSTREAM ENGLISH TEACHERS

SURVEY OF ESL AND MAINSTREAM ENGLISH TEACHERS

SECTION I. BACKGROUND INFORMATION.

1. Please write the name and level of your primary teaching field._____

2. How many years have you been teaching?_____

3. Please circle the highest degree that you hold.
   BA/BS Masters Doctorate

4. Are you a certified English as a Second Language teacher?
   yes no

5. Do you speak a foreign language?
   yes no
   If yes, please state which one(s)._____

6. Please circle the languages that are represented in your class(es).
   Spanish French/Creole Chinese Arabic
   Vietnamese Cambodian Korean Russian

   other_____

7. What is the estimated population of non-native English speaking students in your school?

   large: 60-100% medium: 30-60% small: 0-30%

SECTION II. ESL OFFERINGS AT YOUR SCHOOL.

8. Do you believe that the English skills of the non-native English speakers in your class(es) are sufficient for those students to function successfully in the mainstream? yes no

9. Does your school offer ESL courses?
   yes no

Transitional ESL courses are those that are taken after a student has completed an advanced level ESL class. These classes are taken either before a student enrolls in a mainstream English class, or simultaneously with a mainstream English class.

10. Does your school or school district offer transitional ESL classes? yes no

11. Do you believe that there is a need for transitional ESL classes? yes no

(continued)

SECTION III. PROFESSIONAL INFORMATION.

The following questions (1-20) deal with instructional approaches and methods used in teaching the four skills of English language acquisition. Using the scale below, please indicate which items you believe are the most beneficial to ESL students.

1-not as important 2-important 3-very important

Reading Comprehension

1.	identifying main idea	1	2	3
2.	understanding use of details to support main thought	1	2	3
3.	outlining paragraphs and articles	1	2	3
4.	summarizing	1	2	3
5.	reading selections with vocabulary lists	1	2	3

other suggestions:_____

_____

Conversation and Listening

6.	discussion of literature assignments	1	2	3
7.	ignoring errors in pronunciations and grammar	1	2	3
8.	reading work aloud	1	2	3
9.	providing interesting experiences to talk about and listen to	1	2	3
10.	reading to students daily	1	2	3

other suggestions:_____

_____

Writing

11.	free writing	1	2	3
12.	journal writing	1	2	3
13.	dialogue writing	1	2	3
14.	writing in reading logs	1	2	3
15.	creative writing - stories, poems, or dramas	1	2	3

other suggestions_____

_____

Grammar

16.	identifying parts of speech	1	2	3
17.	verb study lists	1	2	3
18.	use and explanations of syntax rules	1	2	3
19.	irregular verb study	1	2	3
20.	teaching grammar through writing and reading assignments	1	2	3

other suggestions_____

_____

Please add any comments you have. **Thanks for your help!!**

APPENDIX B

COVER LETTERS TO EDUCATORS

March 11, 1991

English and/or ESL Teacher
Name of High School
Address
City State zip code

Dear Educator:

I am presently researching the area of English as a Second Language for my Master's thesis. Your professional opinion on teaching techniques that are helpful to ESL students is invaluable. As one professional to another, I ask your assistance in researching this area.

Please complete the attached survey and return it by March 29, 1991, in the self-addressed and stamped envelope.

Thank you for your contribution; it is appreciated.

Sincerely,

Sarah B. Nixon
Diagnostician
Master's Candidate

April 8, 1991

English and/or ESL Teacher
Name of High School
Address
City State zip code

Dear Educator:

I am presently researching the area of English as a Second Language for my Master's thesis. Your professional opinion on teaching techniques that are helpful to ESL students is invaluable. As one professional to another, I ask your assistance in researching this area.

Please complete the attached survey and return it by April 24, 1991, in the self-addressed and stamped envelope.

Thank you for your contribution; it is appreciated.

Sincerely,

Sarah B. Nixon
Diagnostician
Master's Candidate

APPENDIX C

COVER LETTERS TO PRINCIPALS

March 11, 1991

Principal/Vice-Principal
Name of High School
Address
City State zip code

Dear Principal/Vice-Principal:

I am presently researching the area of English as a Second Language for my Master's thesis. I am interested in the opinions of your English and ESL instructors on teaching techniques that are helpful to ESL students.

As one professional to another, I ask your assistance in seeing that my questionnaires reach these teachers. Included in this packet are 10 letters, surveys, and self-addressed and stamped envelopes to be distributed to the English and ESL teachers in your school.

These surveys are not coded and are completely confidential. The responses given by the teachers will be anonymous.

Thank you for your help in making my research possible.

Sincerely,

Sarah B. Nixon
Diagnostician
Master's Candidate

April 8, 1991

Principal/Vice-Principal
Name of High School
Address
City State zip code

Dear Principal/Vice-Principal:

I am presently researching the area of English as a Second Language for my Master's thesis. I am interested in the opinions of your English and ESL instructors on teaching techniques that are helpful to ESL students.

As one professional to another, I ask your assistance in seeing that my questionnaires reach these teachers. Included in this packet are 5 letters, surveys, and self-addressed and stamped envelopes to be distributed to the English and ESL teachers in your school.

These surveys are not coded and are completely confidential. The responses given by the teachers will be anonymous.

Thank you for your help in making my research possible.

Sincerely,

Sarah B. Nixon
Diagnostician
Master's Candidate